

SMART MARKAS 4.0: EMERGING TRENDS IN ARABIC LANGUAGE LEARNING IN SALAF PESANTREN

SMART MARKAS 4.0: Tren Baru Pembelajaran Bahasa Arab di Pesantren Salaf

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Abstract:

This study aims to analyze emerging trends in Arabic language learning at traditional Islamic boarding schools, focusing on the Arabic Language Center of Pondok Pesantren Miftahul Ulum Panyeppe. The research employs a qualitative approach with a case study method. Data were collected through semi-structured interviews with administrators, teachers, and students, as well as non-participatory observations. The findings highlight the integration of technology and language immersion systems as core elements in learning. Technologies such as digital applications and online platforms enable flexible and interactive learning, while language immersion fosters intensive Arabic usage in daily activities. These elements positively impact students' linguistic and non-linguistic skills, including critical thinking and problem-solving. The study recommends strengthening technological implementation and enforcing "full Arabization" policies to enhance the quality of Arabic language learning in Islamic boarding schools.

Keyword: *Arabic Language Learning, Traditional Islamic Boarding Schools, SMART Markas 4.0, Technology, Language Immersion*

Abstrak

Penelitian ini bertujuan untuk menganalisis tren baru pembelajaran bahasa Arab di Pondok Pesantren Salaf, khususnya pada Markas Lughah Arabiyah Pondok Pesantren Miftahul Ulum Panyeppe. Pendekatan penelitian menggunakan metode kualitatif dengan studi kasus. Data dikumpulkan melalui wawancara semistruktural dengan pengurus, guru, dan santri, serta observasi non-partisipatif. Hasil penelitian menunjukkan integrasi teknologi dan sistem imersi bahasa sebagai elemen utama dalam pembelajaran. Teknologi, seperti aplikasi digital dan platform daring, memungkinkan pembelajaran yang fleksibel dan interaktif, sedangkan imersi bahasa mendukung penggunaan bahasa Arab secara intensif dalam kehidupan sehari-hari santri. Kedua elemen ini berdampak positif pada keterampilan linguistik dan non-linguistik santri, termasuk berpikir kritis dan pemecahan masalah. Penelitian ini merekomendasikan penguatan teknologi dan penerapan kebijakan "arabisasi penuh" untuk meningkatkan kualitas pembelajaran bahasa Arab di pesantren.

Kata Kunci: *Pembelajaran Bahasa Arab, Pesantren Salaf, SMART Markas 4.0, Teknologi, Imersi Bahasa*

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INTRODUCTION

Arabic plays a central role in the religious and intellectual traditions of the Muslim world. In Indonesia, *pesantren* serve as important institutions for Islamic education and have historically contributed to the transmission of Arabic language knowledge among students (*santri*). Arabic learning in *pesantren* is closely associated with students' ability to access religious texts, understand classical Islamic scholarship, and participate in various forms of Islamic intellectual discourse. However, the rapid development of information and communication technologies has increasingly challenged traditional approaches to Arabic language education and created new possibilities for transforming how Arabic is taught and learned in *pesantren*.

Conventional Arabic language instruction in *pesantren* continues to face several challenges, including limited learning resources, predominantly teacher-centered instructional practices, insufficiently interactive learning activities, and variations in students' motivation and learning abilities (Jamil & Agung, 2022). These conditions raise an important question concerning how traditional Islamic educational institutions can maintain the distinctive characteristics of *pesantren* education while responding to technological developments and changing learning needs. Digital technology offers one possible response to these challenges by expanding access to learning resources, diversifying instructional methods, and facilitating more interactive forms of language learning.

The digitalization of Arabic language learning can therefore be understood not merely as the introduction of technological devices into the classroom but as a broader transformation in the organization and experience of learning. Digital platforms, learning applications, multimedia resources, and online materials can provide opportunities for students to engage with Arabic through more flexible, interactive, and contextually relevant learning experiences (Mufidah et al., 2022). Such developments are particularly significant for Arabic learning in *pesantren*, where mastery of Arabic remains closely connected to students' ability to understand religious texts and classical Islamic literature. Digital resources may complement established learning practices by providing additional opportunities for vocabulary development, pronunciation practice, reading comprehension, and communication in Arabic (Rochim, 2021).

This development indicates a gradual shift from exclusively conventional learning practices toward more adaptive and technology-mediated approaches. The emergence of new trends in Arabic language education reflects not only technological advancement but also changing expectations regarding how students learn, interact with learning materials, and develop language competencies (Mustafa et al., 2023). These trends encompass the adoption of digital technologies, the diversification of instructional strategies, contextualized learning activities, and the integration of practical language use into the curriculum. The transformation is particularly interesting in traditional *salaf pesantren*, where educational practices are generally associated with established pedagogical traditions and face-to-face transmission of Islamic knowledge.

One example of this transformation can be observed at the Arabic Language Center (*Markas Bahasa Arab*) of Pondok Pesantren Miftahul Ulum Panyeppeen, Pamekasan. Although the institution maintains the characteristics of a *salaf pesantren*, it has demonstrated openness toward emerging educational paradigms, particularly in Arabic language instruction. This orientation is reflected in the development of the “Smart Markas” concept, which incorporates digital technology into the management and implementation of Arabic language learning. Institutional efforts have included the improvement of learning facilities and infrastructure as well as the incorporation of digital resources into the learning environment. These developments suggest that technological adaptation does not necessarily require the abandonment of the traditional identity of a *pesantren*. Instead, digital technology can become an instrument for extending and adapting existing educational practices to contemporary learning conditions.

The emergence of such practices is consistent with broader developments in Arabic language education, particularly the increasing use of information technology, contextual learning approaches, and practical language activities (Najahah & Ulfah, 2020). Digital technologies, educational applications, and online learning resources provide opportunities to develop learning environments that are more dynamic, responsive, and aligned with contemporary educational needs. However, the adoption of technology within traditional Islamic educational institutions also raises questions about the implications of such changes for students’ language competencies, religious learning, pedagogical traditions, and

institutional identity.

Previous studies have examined the development of new directions in Arabic language education. Setyawan, for example, discussed new directions in Arabic language learning planning in the twenty-first century, while Syamsiyah examined emerging directions in Arabic language learning in higher education. Similarly, Satirah et al. investigated new directions in the development of Arabic language learning for the millennial generation in Indonesian higher education. These studies provide important insights into curriculum development, learning planning, and the adaptation of Arabic language education to contemporary learners. Nevertheless, existing studies have predominantly focused on curriculum development and pedagogical orientation, particularly in formal educational contexts. Limited attention has been given to how technological developments reshape Arabic language learning practices within traditional *salaf pesantren*, particularly institutions that seek to integrate digital innovation without abandoning their established religious and educational traditions.

This gap is important because the digital transformation of Arabic language learning in *pesantren* involves more than the adoption of technological tools. It represents a negotiation between traditional educational practices and emerging technological paradigms. The case of Smart Markas at Pondok Pesantren Miftahul Ulum Panyebben provides an opportunity to examine how such negotiation takes place in an institution that retains its *salaf* identity while simultaneously experimenting with digital forms of Arabic language education. Examining this process can contribute to a more nuanced understanding of how traditional Islamic educational institutions respond to technological change and how digital innovation is incorporated into established pedagogical environments.

Accordingly, this study aims to analyze the emerging trends in Arabic language learning at Smart Markas, particularly its adaptation to technological developments; examine the implications of these developments for students' Arabic language competence and religious learning; and identify the challenges and opportunities associated with the implementation of technology-mediated Arabic language learning in a *salaf pesantren*. The study is expected to contribute empirical insights into the transformation of Arabic language education in traditional Islamic boarding schools and provide a basis for future planning and development of technology-

responsive Arabic language learning.

METHODS

This study employed a qualitative approach using a case study design to explore emerging directions in Arabic language learning implemented at the Markaz Ta'limul Lughah Arabiyah (MATLA'), an Arabic language learning center at Pondok Pesantren Miftahul Ulum Panyeppeen, Pamekasan. A qualitative case study was considered appropriate because it enabled the researchers to examine the implementation of emerging Arabic language learning practices in their natural institutional context and to explore how these practices were experienced and understood by the actors involved. Particular attention was given to the opportunities, challenges, and implications associated with the integration of digital technology into Arabic language learning.

The research focused on emerging paradigms in Arabic language learning, particularly innovative methods, strategies, and instructional approaches that support technology-mediated learning. Rather than examining digital technology solely as a technical instrument, the study investigated how technological developments were incorporated into existing Arabic language learning practices at MATLA'. The research participants consisted of teachers and students involved in the implementation of these emerging learning practices, as well as MATLA' administrators who were directly responsible for managing the program.

The primary data were obtained through direct interviews with MATLA' administrators, including the head, secretary, and other relevant personnel at Pondok Pesantren Miftahul Ulum Panyeppeen, Pamekasan. These participants were selected based on their involvement in the planning, management, and implementation of Arabic language learning at MATLA'. Additional information was obtained from teachers and students to capture their experiences and perspectives regarding the implementation of technology-supported Arabic language learning.

Data collection employed semi-structured interviews and non-participant observation. The semi-structured interviews combined predetermined questions related to the research focus with sufficient flexibility to pursue emerging issues and obtain more detailed explanations from participants. This approach allowed the researchers to explore participants' experiences, perceptions, and evaluations of the emerging learning practices while maintaining consistency across interviews.

Non-participant observation was conducted to examine the actual implementation of Arabic language learning activities at MATLA'. During the observation process, the researchers maintained an observer role and did not directly participate in the activities being observed. The observations focused on learning practices, interactions between teachers and students, the use of digital technologies and learning resources, and the ways in which emerging instructional approaches were incorporated into the learning process.

The collected data were analyzed using the interactive model of qualitative data analysis developed by Miles, Huberman, and Saldaña. The analysis consisted of three interconnected processes: data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, focusing, simplifying, and organizing information relevant to the research objectives. The condensed data were subsequently displayed in narrative form to facilitate the identification of patterns, relationships, and recurring themes related to emerging trends in Arabic language learning at MATLA'. Conclusions were then drawn by interpreting the patterns identified in the data and were continuously verified against the available empirical evidence throughout the analytical process.

The trustworthiness of the findings was enhanced through source triangulation. Information obtained from MATLA' administrators was compared with accounts from teachers and students and with evidence identified through field observations. The comparison of information from different participants and data sources enabled the researchers to identify consistencies and discrepancies in the accounts and to develop a more comprehensive understanding of the implementation of technology-supported Arabic language learning at MATLA'.

RESULTS

1. Mechanism of Arabic Language Learning at MATLA'

Technology is integrated into Arabic language learning at MATLA' as a supporting resource that expands students' access to Arabic learning materials. The interview data indicate that digital media are used to provide additional examples and linguistic input through audio, video, and other digital resources. An MATLA' teacher explained:

"Teknologi kami gunakan sebagai pendukung pembelajaran. Santri bisa mendapatkan materi Bahasa Arab dari video, audio, atau sumber digital lainnya. Guru juga dapat menggunakan media digital untuk memberikan contoh penggunaan

Bahasa Arab yang tidak selalu bisa diperoleh hanya dari buku.”

The interview finding was supported by classroom observations. During the learning activities, digital media were used to present Arabic materials and provide students with additional examples of language use. Students listened to or viewed Arabic materials presented through digital devices and subsequently responded to the materials through discussion or other learning tasks. The observation indicated that technology was not used merely for displaying information; it was connected to subsequent student activities in which the learners were required to understand, respond to, or reproduce the Arabic language presented through the digital medium.

The second mechanism is language immersion through full Arabization. The interview data show that MATLA' attempts to extend Arabic use beyond formal classroom instruction and establish it as the principal language of interaction within the language environment. An informant stated:

“Full Arabization maksudnya kami berusaha menjadikan Bahasa Arab sebagai bahasa yang digunakan dalam lingkungan MATLA'. Jadi bukan hanya ketika pelajaran Bahasa Arab berlangsung. Ketika guru memberikan instruksi, ketika santri berbicara dengan temannya, atau ketika ada kegiatan tertentu, mereka diarahkan menggunakan Bahasa Arab.”

The observation data provide direct evidence of this language environment. During the observed activities, Arabic was used not only when the teacher explained the learning material but also during interactions between teachers and students and among students. Teachers delivered instructions in Arabic, while students were encouraged to respond and communicate using Arabic. In several interactional situations, students attempted to maintain Arabic even when they encountered difficulties in expressing particular meanings. This pattern indicates that Arabic use was embedded in the interactional routines of the MATLA' environment rather than restricted to formal language exercises.

The third mechanism is the implementation of a communicative approach. The interview data indicate that students are expected to use Arabic after receiving linguistic input rather than merely memorize vocabulary and grammatical concepts. One teacher explained:

“Kami tidak ingin santri hanya menghafal kosakata atau memahami teori. Setelah mendapatkan materi, mereka harus menggunakannya. Misalnya melalui percakapan, tanya jawab, diskusi, presentasi, atau kegiatan komunikasi lainnya.”

This finding was supported by classroom observations. Learning activities involved students in direct interaction through question-and-answer sessions,

conversations, discussions, and presentations. The teacher did not dominate the entire learning process; students were given opportunities to respond, ask questions, express ideas, and interact with their peers in Arabic. During these activities, students sometimes made linguistic errors, but the interaction continued while the teacher provided correction or guidance when necessary.

The observation therefore demonstrates that communicative practice was embedded in the learning process. Arabic was used as a medium for exchanging information rather than simply as an object of grammatical explanation. Students were required to understand what others said and formulate responses that were relevant to the ongoing interaction.

The fourth mechanism is project-based learning. Interview data indicate that projects are used to provide students with opportunities to apply Arabic in completing concrete tasks. An informant explained:

“Dengan proyek, santri punya tujuan yang harus diselesaikan. Mereka harus menggunakan Bahasa Arab untuk menyelesaikan tugas tersebut. Jadi bahasa benar-benar digunakan sebagai alat untuk melakukan sesuatu.”

During observations, students were involved in activities requiring them to work individually or collaboratively to produce a particular learning output. [Insert the actual project observed, such as presentation, video production, group assignment, debate, Arabic performance, or other project.] The students were required to discuss the task, determine the content, prepare the Arabic language needed for the task, and present or submit the resulting product. The teacher functioned primarily as a facilitator who monitored the process and provided linguistic guidance when students encountered difficulties.

This observation indicates that project activities require students to use Arabic for purposes that extend beyond completing conventional language exercises. Students need to combine language use with planning, collaboration, information gathering, and production of an observable outcome.

2. Implications for Arabic Language Learning at MATLA’

The findings indicate that the Arabic language learning mechanism implemented at MATLA’ has implications extending beyond students’ linguistic competence. The integration of intensive Arabic exposure, *full Arabization*, communicative activities, technology, and project-based learning provides students with opportunities to develop linguistic abilities while simultaneously engaging in

critical thinking and problem-solving activities. These implications are evident in students' language use, classroom interaction, and completion of learning tasks.

The first implication concerns students' linguistic development. The continuous use of Arabic in the MATLA' environment provides students with repeated opportunities to listen to, understand, and produce Arabic. Rather than encountering Arabic only during scheduled lessons, students are exposed to Arabic through instructional interaction and communication within the language environment. One of the informants explained:

"Yang paling terlihat adalah keberanian dan kebiasaan menggunakan Bahasa Arab. Santri menjadi lebih terbiasa mendengar Bahasa Arab dan lebih berani berbicara. Kosakata mereka juga bertambah karena sering digunakan."

The statement indicates that the most visible linguistic changes concern students' familiarity with Arabic, their willingness to communicate, and their vocabulary development. The emphasis is therefore not merely on the acquisition of grammatical knowledge but also on the ability and confidence to use Arabic in actual interaction.

The interview finding was supported by observations of students' language use during learning activities. Students were observed responding to teachers' questions, communicating with peers, participating in discussions, and delivering presentations in Arabic. Although some students still experienced difficulties in selecting vocabulary or constructing grammatically accurate expressions, they continued to attempt communication in Arabic. This pattern suggests that frequent exposure and interaction create opportunities for students to practice Arabic continuously.

The observation also revealed that students' use of Arabic was not limited to rehearsed classroom expressions. In communicative activities, students were required to formulate responses according to the context of interaction. This required them to retrieve vocabulary, construct utterances, listen to their interlocutors, and adjust their responses. Such activities provided opportunities for the development of functional language competence.

The second implication concerns students' critical-thinking development. The findings indicate that Arabic learning activities at MATLA' require students not only to reproduce linguistic material but also to understand information, formulate ideas, provide arguments, and respond to questions. Critical thinking emerges particularly

through communicative and project-based activities in which students must process content before expressing it in Arabic. A teacher explained:

"Ketika mereka berdiskusi, mereka harus memahami persoalan terlebih dahulu, kemudian menentukan apa yang akan disampaikan dalam Bahasa Arab. Jadi mereka tidak hanya memikirkan bahasanya, tetapi juga isi yang ingin disampaikan."

This statement indicates that students engage in two interconnected processes: processing the substance of an issue and organizing that substance into Arabic expressions. The language-learning process consequently involves cognitive activities that extend beyond memorization.

The observation data support this finding. During discussions and presentations, students were required to understand a topic, organize relevant information, and communicate their views in Arabic. Students also responded to questions from teachers and peers, requiring them to interpret questions and formulate appropriate answers. In discussion activities, students were not simply asked to repeat information provided by the teacher but were given opportunities to express their own understanding.

The observation further showed that students sometimes needed to reconsider or reformulate their responses when their initial explanations were unclear or incomplete. This interaction created opportunities for students to clarify their reasoning and improve the way they communicated their ideas in Arabic.

The third implication concerns students' problem-solving abilities. The findings indicate that students encounter various linguistic and task-related difficulties during the learning process. Rather than treating these difficulties solely as learning deficiencies, the MATLA' learning process provides opportunities for students to identify problems and attempt to resolve them. An informant explained:

"Misalnya santri tidak mengetahui kosakata tertentu, tidak memahami kalimat, atau kesulitan menyampaikan pendapat dalam Bahasa Arab. Mereka tidak langsung diberikan jawabannya. Biasanya mereka mencoba mencari tahu, bertanya kepada teman atau guru, menggunakan sumber belajar, kemudian mencoba kembali."

The statement indicates that students are encouraged to develop strategies for dealing with learning difficulties. When students encounter unfamiliar vocabulary or experience difficulties in expressing an idea, they may consult teachers or peers, use available learning resources, or attempt alternative expressions.

This process was also evident during observations. Students who encountered linguistic difficulties were observed asking questions, consulting peers, referring to

learning materials, and revising their responses. In project-based activities, students faced additional problems related to organizing information, dividing responsibilities, preparing content, and presenting their work in Arabic. They were required to discuss these difficulties and determine how to complete the task.

The observation therefore indicates that problem solving occurs within the normal learning process. Students are not always provided with immediate solutions; instead, they are given opportunities to explore possible solutions before receiving further guidance from the teacher.

DISCUSSION

1. New Trends in Arabic Language Learning at Markas Lughah Arabiyah Pondok Pesantren Miftahul Ulum Panyeppen Pamekasan

The emerging trends in Arabic language learning at Markas Lughah Arabiyah, Pondok Pesantren Miftahul Ulum Panyeppen Pamekasan, consist of several aspects, namely an environment-based communicative approach centered on the “target language,” technology integration, language immersion, and project-based learning (PBL).

These emerging trends represent strategic steps toward improving the quality of Arabic language learning. By adopting various innovative approaches, Markas Lughah Arabiyah, Pondok Pesantren Miftahul Ulum Panyeppen Pamekasan, enhances student motivation through relevant and interactive learning methods, encouraging students to become more motivated and actively involved in the learning process. For example, an environment-based approach and the use of technology help students understand how Arabic is used in authentic contexts, while immersion and communicative approaches increase their confidence in speaking and interacting in Arabic. Project-based learning also encourages collaboration among students and develops their creativity in completing learning tasks.

a. Environment-Based Communicative Approach Centered on the “Target Language”

The environment-based communicative approach centered on the “target language” is a language-learning method that aims to create authentic language experiences through the active use of the target language—in this case, Arabic—as the primary means of communication. This approach does not focus exclusively on mastering language theories such as grammar and vocabulary but also encourages learners to use Arabic in authentic situations relevant to students’ everyday lives.

Thus, the approach develops not only linguistic competence but also overall communicative competence (Ahmad Muradi, 1970).

This approach has several key characteristics that serve as the foundation for its effectiveness. One is the availability of an environment that supports intensive use of the target language. In Islamic boarding schools, for example, specific policies such as an “Arabic-speaking zone” may be implemented. Within such zones, students are required to use Arabic in their interactions, both in formal activities such as classroom learning and in informal activities such as everyday conversations. This practice aims to establish habits of speaking Arabic that approximate natural language-use conditions and thereby accelerate language acquisition (Istiqamah et al., 2023).

The approach also emphasizes contextual learning. Arabic is taught through activities relevant to communicative needs, such as simulated conversations in marketplaces, group discussions, debates, and presentations. Such activities add meaning to the learning process because students do not perceive language merely as a collection of rules but as a means of interacting and expressing ideas across different situations (Istiqamah et al., 2023).

One of the main benefits of this approach is its potential to improve students’ language fluency. Through continuous exposure to the target language and encouragement to use it in various situations, students gradually develop their speaking and listening abilities. The approach also helps build students’ confidence because they become increasingly accustomed to and comfortable with using Arabic in everyday life. In addition, it develops contextual understanding, enabling students not only to understand the meaning of words and phrases but also to recognize how they should be used appropriately within particular social and cultural contexts (Aini & Safitri, 2021).

The relevance of this approach to contemporary language learning is substantial. In an increasingly globalized world, the need to master foreign languages, including Arabic, continues to grow. However, what is required is not merely the ability to read and understand texts but also the ability to communicate effectively (Unsi & Adhimatul Wutsqo, 2023). The environment-based “target language” approach responds to this need by providing authentic and contextualized learning experiences. It is also consistent with contemporary

educational trends that emphasize activity-based learning, active student participation, and the development of twenty-first-century competencies such as intercultural communication and collaboration.

This approach is also relevant to the use of current technologies and available learning resources. For example, the language environment can be strengthened through digital tools such as interactive learning applications, simulation videos, or online platforms that provide additional opportunities for students to practice their language skills. Thus, the environment-based communicative approach centered on the “target language” not only prepares students to address contemporary challenges but also provides them with a competitive advantage in an increasingly interconnected global environment.

b. Technology Integration

Technology integration in Arabic language learning refers to the application of various digital tools and platforms to support language teaching and learning more effectively, efficiently, and engagingly. Technology enables learning to become more flexible and accessible at different times and locations, thereby providing more interactive and student-centered learning experiences. In the context of Arabic language learning at Markas Lughah Arabiyah, Pondok Pesantren Miftahul Ulum Panyeppeen Pamekasan, technology is used as a supporting tool that complements conventional teaching methods while providing modern and innovative learning alternatives.

The use of technology in Arabic language learning encompasses various media and tools. These include interactive learning applications specifically designed to improve Arabic language skills, such as applications for vocabulary, grammar, and listening practice. Instructional videos are also used to provide engaging and accessible visualizations of various language concepts. In addition, online platforms such as discussion forums and virtual classrooms can facilitate interaction between students and teachers even when they are in different locations (Haddade, 2023).

A major advantage of technology integration is its ability to create more dynamic and engaging learning experiences. Technology provides students with flexibility to learn according to their individual pace and learning preferences. Through digital devices, students can review difficult materials, access additional learning resources, and practice independently without being constrained by time

or place. Technology can also facilitate faster and more accurate assessment processes (Trisna Frianto et al., 2023). For example, computer-based tests can provide immediate feedback regarding students' learning outcomes, allowing them to identify areas requiring further improvement.

Technology integration also plays an important role in developing students' communication skills. Through digital media, students can practice speaking by recording their own voices or participating in virtual conversations. Technology can also facilitate interaction with native Arabic speakers through online communication platforms, allowing students to develop their speaking abilities in more authentic contexts.

In contemporary Arabic language learning, technology integration has become increasingly relevant. Islamic boarding schools that adopt technology in language learning can respond to the needs of younger generations who are increasingly familiar with digital technologies. Technology use also supports the goals of twenty-first-century education, which emphasize information and communication technology literacy, critical thinking, and collaboration (Haris, 2021).

However, the implementation of technology in Arabic language learning also presents several challenges, including limited access to digital devices in some areas, insufficient teacher training in the effective use of technology, and potential distractions when technology is not used appropriately. Therefore, efforts are required to address these challenges, including providing adequate technological resources, training teachers, and supervising technology use within the learning environment.

c. Language Immersion

Language immersion is a learning approach that creates an environment in which learners are intensively and directly exposed to the target language (Rachmawati, 2021). In the context of Arabic language learning at Markas Lughah Arabiyah, Pondok Pesantren Miftahul Ulum Panyeppen Pamekasan, this system is implemented through a policy requiring the extensive use of Arabic in everyday activities. Its purpose is to encourage students to acquire Arabic naturally, as if they were living in a country where Arabic is used as the primary language.

The system is centered on creating an environment resembling a "miniature Arab-speaking country," in which Arabic becomes the primary means of

communication. In particular areas, such as dormitories, the language center, or learning spaces, students are encouraged or required to speak, listen, read, and write in Arabic. Thus, students do not merely study Arabic theoretically but also practice it in various formal and informal situations (Rachmawati, 2021).

The distinctive feature of this immersion system lies in its intensity. Arabic is used across various aspects of students' daily lives, including interactions with peers, group discussions, and routine activities such as shopping, recreation, and social activities. By providing continuous exposure to Arabic, students are encouraged to internalize vocabulary, sentence structures, and expressions naturally rather than experiencing language learning solely as a formal instructional process (Awwaludin et al., 2022).

The benefits of language immersion are substantial. One of its primary benefits is the acceleration of language acquisition. Through continuous exposure to and use of Arabic, students become familiar with its linguistic patterns and can gradually understand and use them more spontaneously. Immersion is also effective in improving speaking fluency because students are encouraged to think and communicate in Arabic without relying excessively on their first language (Awwaludin et al., 2022).

Furthermore, language immersion helps build students' confidence in communication. Because students become accustomed to using Arabic in various situations, their anxiety and hesitation when speaking gradually decrease. The immersion system may also contribute to students' understanding of the cultural dimensions associated with Arabic because they learn not only the language but also culturally embedded ways of expressing ideas and interacting with others (Abdullah et al., 2021).

In contemporary language education, language immersion is highly relevant because it responds to the need for practical language competence, in which communicative ability is considered as important as knowledge of grammar and linguistic theory. By adopting an immersion system, Islamic boarding schools can create a learning environment that corresponds to the needs of younger learners who benefit from direct experience and activity-based learning.

However, implementing such a system requires careful preparation. Challenges such as resistance among students who are not accustomed to using

Arabic, limited initial Arabic proficiency, and insufficient teacher support need to be addressed through appropriate strategies. The immersion system also requires strong commitment from all members of the pesantren community to maintain consistency in Arabic use throughout the immersion environment.

d. Project-Based Learning

Project-Based Learning (PBL) is an innovative educational approach that focuses on assigning learners projects through which they solve problems or create tangible products relevant to the learning material. In the context of Arabic language learning at Markas Lughah Arabiyah, Pondok Pesantren Miftahul Ulum Panyeppean Pamekasan, this approach integrates the four language skills—listening, speaking, reading, and writing—into collaborative tasks designed to strengthen students' practical language abilities (Mira Shodiqoh & M. Mansyur, 2022).

PBL positions students as active participants in the learning process. For example, students may be assigned projects to create short videos in Arabic about daily life in the pesantren, conduct formal debates on contemporary issues, or present particular topics in Arabic. Such projects are designed to motivate students to use Arabic contextually, not merely as learning content but as an authentic means of communication.

This approach offers several advantages. First, PBL creates meaningful and relevant learning experiences. Students engage in projects directly connected to their lives, making the learning material less abstract and more closely connected to reality. Second, PBL develops critical and creative thinking skills. In completing projects, students must analyze information, organize ideas, and identify creative solutions for expressing their ideas in Arabic (Mira Shodiqoh & M. Mansyur, 2022).

PBL also encourages collaboration and communication among students. Because many projects are conducted in groups, students learn to exchange ideas, collaborate as teams, and appreciate the contributions of other members. This process not only strengthens their language abilities but also develops important social competencies.

In Arabic language learning, PBL is highly relevant to contemporary demands. In an increasingly globalized world, the ability to communicate effectively, collaborate in teams, and solve complex problems has become essential. Through PBL, pesantren can prepare students to face real-world situations in which Arabic

may be used in various contexts, including education, diplomacy, and international relations (Alfalah et al., 2023).

Another benefit of PBL is its potential to increase learning motivation. Engaging projects, such as producing Arabic-language vlogs or designing educational posters containing Arabic texts, can increase students' enthusiasm for learning the language. Learning through projects also provides concrete experiences that may help students retain learning materials longer than through passive learning methods (Yurianto et al., 2023).

Nevertheless, PBL also presents challenges. Project planning and implementation generally require more time than conventional instructional methods. Teachers also need specific skills to design projects appropriate to students' proficiency levels and ensure balanced participation among group members.

To address these challenges, pesantren need to provide teachers with training in project-based instructional techniques, adequate learning resources, and an environment that supports collaboration. With careful planning, PBL can become an effective approach for improving students' Arabic proficiency while simultaneously developing the twenty-first-century skills required for their future.

Synthesis of Emerging Trends

The integration of four emerging trends—an environment-based communicative approach centered on the “target language,” technology integration, language immersion, and project-based learning—rests on two principal dimensions: technology use and language immersion. These two dimensions constitute the core of innovation in Arabic language learning at Markas Lughah Arabiyah because they accommodate contemporary learner needs while maintaining the fundamental principles of language learning.

Technology integration introduces a new dimension into Arabic language learning. Technology functions not merely as a teaching aid but also reshapes how Arabic is accessed, learned, and practiced. Through learning applications, interactive videos, and online platforms, students gain flexible, independent, and interactive learning experiences. This dimension directly supports the communicative approach by providing richer learning resources, creating opportunities for simulated communication, and strengthening students' speaking

skills through individual practice and virtual collaboration.

Meanwhile, language immersion constitutes the primary foundation for creating an environment that approximates natural Arabic use. Through a policy of “full Arabization” and practices requiring students to communicate in Arabic, immersion promotes direct communicative competence. This approach not only strengthens spontaneous language use but also supports project-based learning. In an environment in which Arabic is consistently used, projects such as debates, presentations, and Arabic-language video production become more relevant and effective for developing practical language skills.

Technology and language immersion therefore operate synergistically to support communicative learning and project-based learning. Technology provides the means to enrich instructional materials and broaden the scope of learning, whereas language immersion ensures that Arabic use becomes part of students’ daily habits. The communicative approach consequently becomes more effective because students do not merely study Arabic theoretically but practice it within authentic environments and through contemporary technologies. Likewise, project-based learning becomes more meaningful because projects reflect real-world situations and needs, both within and beyond the pesantren context.

Accordingly, technology integration and language immersion emerge as the most visible and dominant trends at Markas Lughah Arabiyah, Pondok Pesantren Miftahul Ulum Panyeppean Pamekasan. These two trends constitute the primary pillars of Arabic language learning, creating an environment characterized by innovation and authentic learning experiences. Meanwhile, the other two trends—an environment-based communicative approach centered on the “target language” and project-based learning—can be understood as forms of pedagogical reinforcement and operational implementation within the broader framework of technology-enhanced and immersion-based learning.

The environment-based communicative approach centered on the “target language” represents a way of maximizing the immersion environment by ensuring that Arabic use extends beyond everyday conversation to include deeper forms of language use, such as contextual understanding, formal expression, and interaction across different situations. This approach gives structure and purpose to the use of Arabic among students and between students and teachers.

Similarly, project-based learning serves as a practical strategy that utilizes technology and the immersion environment as its primary media. Creative projects such as video production, debates, and presentations strengthen students' language understanding and communication skills in contextualized settings. This trend introduces variety and dynamism into the learning process, thereby increasing student engagement and motivation.

In other words, technology integration and language immersion constitute the foundational elements shaping the learning landscape at Markas Lughah, while communicative learning and project-based learning function as operational strategies for utilizing these foundations effectively. The synergy among the four trends ensures that Arabic language learning at Markas Lughah is oriented not only toward theoretical knowledge but also toward practical language use, thereby responding to students' needs in an increasingly complex and interconnected world.

The emerging trends identified in this study differ from previous findings. Cahya Edi Setyawan, for example, argues that current trends in Arabic language learning increasingly involve the integration of interdisciplinary themes and authentic learning, while Satirah et al. identify comprehensive methods as a major trend in Arabic language learning. The present study, however, indicates that emerging trends in Arabic language learning extend beyond the theoretical level. Practical developments, particularly technology utilization and language immersion, constitute important strategies for developing Arabic learners with globally relevant competencies. The implementation of these trends also addresses broader internal and external dimensions of language learning. Technology facilitates more flexible and engaging access to learning resources, while language immersion creates an environment that supports natural and contextualized Arabic acquisition. These two dimensions not only enrich students' language skills but also prepare them to respond to global challenges in intercultural communication, making Arabic language learning more relevant and applicable.

2. Implications for Arabic Language Learning at Markas Lughah Arabiyah, Pondok Pesantren Miftahul Ulum Panyeppen Pamekasan

The implementation of emerging trends in Arabic language learning at Markas Lughah Arabiyah, Pondok Pesantren Miftahul Ulum Panyeppen Pamekasan has direct implications for both students' linguistic and non-linguistic competencies, particularly their language skills, critical-thinking abilities, and problem-solving skills. The use of

technology and language immersion creates an environment that supports deeper Arabic acquisition, in which students do not merely learn Arabic theoretically but also develop practical language abilities through everyday use. This process strengthens speaking, listening, reading, and writing skills while increasing students' confidence in communicating in Arabic.

a. Linguistic and Non-Linguistic Implications

The linguistic and non-linguistic implications of Arabic language learning at Markas Lughah Arabiyah encompass two interrelated dimensions. Linguistic implications refer to the strengthening of Arabic language skills, including listening, speaking, reading, and writing. Through technology-enhanced learning and language immersion, students can develop their linguistic abilities more effectively. Technologies such as digital learning applications and instructional videos enable students to access learning materials flexibly and interactively, facilitating the development of vocabulary, pronunciation, and contextual understanding. Technology also facilitates independent learning, encouraging students to practice Arabic autonomously.

Linguistic implications refer to outcomes directly associated with language ability, including students' competence in listening, speaking, reading, and writing in Arabic. These implications also include mastery of language structures, vocabulary, and appropriate Arabic use across different contexts (Fitria, 2023).

Non-linguistic competencies, by contrast, refer to skills that are not directly related to language itself, such as critical thinking, problem solving, teamwork, and creativity. These competencies are important for students' personal development and support the social and cognitive skills required to respond to contemporary global challenges (Fitria, 2023).

The relationship between these two dimensions provides an important foundation for students' future Arabic competence. Strong linguistic development enables students to master Arabic more effectively and naturally, facilitating communication and access to diverse sources of knowledge. At the same time, non-linguistic competencies are increasingly important in a world that emphasizes collaboration and problem solving, where students are expected not only to communicate in Arabic but also to think critically and work effectively in diverse situations.

Based on the researcher's analysis, the relationship between the two major learning trends and these two dimensions can be described as follows.

1. The use of technology in Arabic language learning at Markas Lughah Arabiyah, including digital learning applications, instructional videos, and online platforms, has a direct impact on the development of students' linguistic skills. Technology enables students to access learning materials interactively and flexibly and facilitates language development through diverse and engaging learning resources.
2. The implementation of a full-Arabization policy within the pesantren, which encourages students to communicate exclusively in Arabic in designated areas, constitutes a form of language immersion that contributes significantly to linguistic development. When students participate in an environment that supports continuous Arabic use, they develop a more natural understanding of the language, similar to language learning through everyday experience. Immersion can accelerate language acquisition and deepen students' understanding of more complex dimensions of Arabic.
3. Language immersion also has implications for non-linguistic competencies. Learning Arabic within a structured and continuous environment can encourage critical thinking and problem solving because students are required not only to understand and speak Arabic but also to use it to complete practical tasks, such as presentations, debates, and collaborative projects. Through immersion, students have greater opportunities to adapt and think creatively when using Arabic across broader and more contextualized situations.

b. Implications for Critical Thinking

The implications of Arabic language learning for students' critical-thinking abilities at Markas Lughah Arabiyah are closely related to the two principal trends identified in this study: technology integration and language immersion. Critical thinking refers to the ability to analyze, evaluate, and question information as well as make decisions based on careful and objective understanding.

According to Dewey, critical thinking is an active and reflective process in which individuals question assumptions and consider multiple perspectives before reaching conclusions (Azhar, 2024). Dewey's conception implies that critical thinking does not involve simply accepting information but requires deeper cognitive engagement. Critical thinking involves actively analyzing and reflecting on information, questioning assumptions or claims, and examining the basis of what one hears or reads. Before

reaching a conclusion, critical thinkers consider different perspectives, allowing them to understand broader contexts and examine issues from multiple angles. This process enables individuals to reach more informed and reasoned conclusions rather than relying solely on opinions or assumptions. Overall, Dewey's conception of critical thinking emphasizes reflective, analytical, and open-minded thinking as a basis for making better decisions (Azhar, 2024).

The researcher identified the development of critical thinking among students through the implementation of the two major learning trends at Markas Lughah Arabiyah as follows:

1. The use of technology in Arabic language learning, including digital learning applications and online platforms, enables students to access a broader and more diverse range of information and learning materials. Through technology-mediated learning, students do not merely receive information passively but are also exposed to different forms of information in texts, videos, and online discussions. This encourages students to think more critically by evaluating the quality of information, comparing different perspectives, and making decisions based on a more comprehensive understanding.
2. Language immersion through the "full Arabization" policy also contributes to the development of students' critical thinking. When students are required to communicate and think in Arabic continuously, they are indirectly encouraged to process information more carefully. Communication in Arabic, whether in everyday conversations or academic discussions, requires students to understand contextual meanings and communicative purposes. Over time, students become more sensitive to linguistic features such as sentence structures, nuances of meaning, and communicative intentions, thereby enriching their cognitive and analytical abilities.

c. Problem-Solving Skills

The implications for problem-solving skills in Arabic language learning at Markas Lughah Arabiyah are closely associated with the two principal trends of technology integration and language immersion. These trends focus not only on Arabic proficiency but also on strengthening students' abilities to identify, analyze, and resolve problems effectively. Problem-solving is a key competency required in both educational and professional contexts.

Technology integration in Arabic language learning enables students to access various tools that can help them address language-related problems. Through learning applications and online platforms, for example, students can identify solutions to linguistic challenges such as understanding unfamiliar vocabulary, addressing grammatical errors, or improving pronunciation. Technology enables students to practice independently and explore solutions without relying entirely on direct teacher instruction. This process encourages students to become more proactive and confident in addressing difficulties that arise during Arabic learning (Azhar, 2024).

Language immersion, implemented through the “full Arabization” policy within the pesantren, also contributes to the development of problem-solving skills. When students are required to communicate in Arabic continuously, they inevitably encounter communication barriers that they must overcome. These challenges may include difficulties in maintaining the language-use rules or finding appropriate expressions when they are required to speak Arabic actively. Students therefore need to identify strategies and solutions to communicate effectively and comply with the language policy without experiencing excessive pressure (Azhar, 2024).

The three dimensions discussed above—linguistic skills, critical-thinking abilities, and problem-solving skills—can be grouped into two interconnected domains. The first is the linguistic domain, which includes language competencies such as speaking, listening, reading, and writing in Arabic. The second is the non-linguistic domain, which includes critical thinking and problem-solving abilities.

Linguistic competence constitutes a fundamental dimension of Arabic language learning because without adequate language proficiency, students cannot communicate effectively or understand the Arabic texts they encounter. In this regard, technology integration and full Arabization play important roles in strengthening linguistic competence. Digital learning applications and online platforms provide students with opportunities to deepen their understanding of Arabic, while the full-Arabization policy encourages continuous practice and expansion of vocabulary and grammatical understanding.

Meanwhile, the non-linguistic domain, encompassing critical thinking and problem solving, contributes to developing students who are not only linguistically competent but also capable of evaluating, analyzing, and making decisions based on the information they encounter. Technology integration and language immersion contribute to this

domain by encouraging students to think analytically, address learning challenges, and identify creative solutions to problems encountered in both academic activities and everyday life.

These findings are further supported by the research of Adin Hamzah Al-Arif et al., which reports that increased access to education through digital technology has made a significant contribution to Arabic language learning. According to their study, digital technology has transformed the way people learn languages by making learning processes more interactive and accessible. This finding is consistent with the trend identified in the present study, in which technology integration plays an important role in facilitating access to Arabic learning materials and enabling students to obtain quality learning resources online.

Arabic language learning has increasingly evolved into a more dynamic and engaging process through the use of digital platforms, including mobile applications, instructional videos, and other multimedia resources. Technology supports not only the development of linguistic skills but also non-linguistic competencies such as critical thinking and problem solving. Students can use mobile applications to practice vocabulary or watch instructional videos that provide examples of Arabic use in real-life contexts.

The present study indicates that digital technology makes Arabic language learning more flexible and accessible, allowing students to continue learning beyond the constraints of conventional classroom time and space. This development provides substantial opportunities for students to continue improving their Arabic competence. Digital technology therefore supports not only linguistic development but also more independent and collaborative learning, enabling students to identify and address various challenges encountered during Arabic language learning.

CONCLUSION

The emerging trends in Arabic language learning at Markas Lughah Arabiyah, Pondok Pesantren Miftahul Ulum Panyebben Pamekasan, encompass four major dimensions: an environment-based communicative approach, technology integration, language immersion, and project-based learning. However, the findings indicate that these four dimensions can be further specified into two dominant trends: technology integration and language immersion. Technology integration provides learners with broader access to digital learning resources, interactive materials, and opportunities for

independent language practice, while language immersion establishes Arabic as a language of continuous communication within the learning environment. The communicative approach and project-based learning function as complementary pedagogical strategies that operationalize these two dominant trends in classroom and extracurricular activities.

The implementation of these emerging trends has direct implications for the development of both the linguistic and non-linguistic competencies of students at Markas Lughah Arabiyah. Linguistic competence constitutes a fundamental dimension of Arabic language learning because students require adequate mastery of Arabic to communicate effectively and comprehend the classical and contemporary texts used in their learning activities. At the same time, the findings indicate that non-linguistic competencies, particularly critical thinking and problem-solving skills, are also developed through the integration of technology and language immersion. These competencies contribute to the formation of students who are not only linguistically proficient but also capable of evaluating information, analyzing communicative situations, identifying problems, considering alternative solutions, and making informed decisions based on the information available to them. Thus, the emerging trends at Markas Lughah Arabiyah extend the outcomes of Arabic language learning beyond linguistic proficiency toward broader intellectual and problem-solving competencies.

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